

# The Classical Outlook

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## TERENCE AND PROGRESSIVE EDUCATION

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THE educator Harold Rugg in his book *The Child-Centered School* (New York, 1928, page 35) states that there has always been conflict between adult and child life, between control and freedom, iron rule and spontaneity, but that never until our own time has there been such a vivid picturing of the age-old argument. This paper challenges Rugg's contention by presenting what appears to me to be a most "vivid picturing of the age-old argument" written long ago, i. e. the play entitled *The Brothers*, written in the second century before Christ by the Roman poet Terence.

In his play Terence presents two pairs of brothers, the older generation, Micio and Demea, and the two sons of Demea, Aeschinus and Ctesipho. Micio, who has fallen heir to wealth and lives a life of leisure in the city, has adopted his nephew Aeschinus as his son, while Ctesipho continues to live with his father Demea on his farm. Micio preaches and practices extreme "progressive" theories of child rearing, whereas Demea clings to traditional discipline. The two boys react in quite discouraging fashion to both modes of treatment, leading Terence to a conclusion which we shall see parallels the point of view of the modern advocate of a modified "progressivism".

Terence's play opens with the indulgent uncle, Micio, concerned over the escapades of his adopted son, but still convinced that his methods of child-training are correct. We find him talking to himself as follows: "I have brought him up from a little boy and loved him as my own son ... I am eager that he should feel the same spirit towards me. I give him money, overlook little things, don't feel obliged to exercise full authority over him. In fact, whereas other young sons hide what they do from their fathers, I have trained my son not to keep anything a secret from me ... I believe that honor and gentlemanly feeling are better curbs on a son than fear ... It's a great mis-

take to suppose that the authority which is based on force has more weight and stability than that which is joined with friendship. My plan, my theory is this: He who does his duty under compulsion has no fear except in the thought of being caught

## THE GIRL I LEFT BEHIND ME

TRANSLATED BY J. C. ROBERTSON  
Toronto, Canada

Trans collem iter dum facio,  
Per saltum et per vallem,  
Maestissimus desidero  
Relictam modo Sallem.  
Nil grande curo nec laetum,  
Nam nequeo oblivisci  
Horarum fugientium  
Cum puella quam reliqui.

Mel apes prius respuant,  
Columbae fugiant domo,  
Fervere aestus desinant,  
Quam fidem fallam ego.  
Me pulchrae illi iungite,  
Vos obsecro, di boni,  
Et sospitem me reddite  
Puellae quam reliqui.

... while he whom you link to you by kindness acts with sincerity, desires to make a return, and will be the same behind your back as to your face. That's the spirit of a true father, to accustom his son to do right rather by his own inclination than by fear of another" (lines 48-58, 65-77).

The modern leaders of the progressive movement echo these sentiments. For example Stanwood Cobb in *New Horizons for the Child* (Washington, D. C., 1934, page 35) writes that parents who establish and maintain a cordial relationship with their children, an intimate confidential relationship, have the best chance of seeing them grow into sturdy character and self-confidence without the rift between parent and child which often leaves the parent helpless before the waywardness of youth. Cobb explains (page 18) that the new methods of instruction are intended to develop the initiative of pupils and encourage their independent thought and action, while at the same time developing appropriate ideals of conduct.

Now all of this sounds very fine, and even Oldfather in the preface to his translation of the play remarks that the indulgent uncle has all the best of it so far as the talking is concerned. But what is the true situation? The adopted nephew Aeschinus has acquired such a reputation for loose living that his real father has become seriously alarmed and has remonstrated with his brother frequently, but so far to no avail. Micio himself recalls these protests as he ponders on the problem. He soliloquizes as follows: "My brother and I disagree ... he comes to me often, crying, 'What are you doing, Micio? Why are you bringing our boy to ruin? Why this license? Why these drinking parties? Why do you pile up money for such a life and let him spend so much on clothes? It's extremely stupid of you'" (60-64). While his brother Demea is, in Micio's opinion, "too hard, beyond what is right and just" (64), he has to admit grudgingly: "There's something in what he says, but it isn't everything. Not but that these things trouble me ... Not but that Aeschinus does me considerable injury in this matter" (141-142, 147-154).

Here we have portrayed for us one of the chief dangers of the progressive system—the danger of developing selfish, tyrannical individuals. Cobb (pages 42-43) points this out when he says that children as well as adults thirst for power and tend to become tyrants when not subdued to a just and balanced behavior; and that therefore children as well as adults must be trained to show mutual consideration and courtesy, and restrain individual tastes within the bounds of the needs and desires of other individuals. Micio has weakened his position by his failure to require unselfish consideration from his adopted son.

But how was Demea getting on in the training of his other son? He describes his own method as follows: "I act with constant care, never overlook a thing, train him to it. Finally I tell him to look into all men's lives as into a mirror, and draw from others a model for himself. 'Do this' I say ... 'Avoid that' ... 'That is praiseworthy' ... 'That is wrong' ... He is my only care, he belongs to me" (413-419, 436).





## THE CLASSICAL OUTLOOK

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## LETTERS FROM OUR READERS

## CONTESTS AND THE CLASSICS

Miss Esther M. Smith, of Peabody High School, Pittsburgh, Pa., writes:

"More than 40,000 high-school students participated in the Pepsi-Cola national contest. Peabody High School had six students who placed in the top 10%. All of the six were in Miss Sarah F. Baker's advanced Latin classes, five of them having had Latin for all eight semesters."

Sister M. Aurelia, of St. Joseph's Academy, Portland, Maine, writes:

"When we met *lacrimarum* in Vergil class, I happened to ask if anyone knew the English word *lachrymose*. A senior smiled and said, 'In one of those pre-college scholastic aptitude tests which I took during vacation, I met that word; and from the Latin I knew which English meaning to choose!'"

## GOOD PUBLICITY

Miss Irene Campbell, of Jefferson High School, Portland, Oregon, writes:

"I know you will be interested in the publicity given our Latin Club by the editor of the magazine section of the *Oregon Journal*."

Miss Campbell encloses a copy of the magazine section, "Pacific Parade." The whole center fold of the magazine is devoted to an account of the club's annual Roman banquet, and to its activities in general, with numerous illustrations. The cover of the magazine section displays a large photograph of three Latin students in Roman costume. Miss Campbell continues:

"The boy whose picture appears on the front page recently received honorable mention in a contest sponsored by the magazine *Scholastic*. His entry was a radio script written for one of our Latin Club broadcasts."

## ARDENT STUDENTS OF THE CLASSICS

Dr. Emory E. Cochran, of Fort Hamilton High School, Brooklyn, N. Y., writes:

"I have a boy in my German class who is studying Anglo-Saxon at home, and who recently took up Latin and Greek by himself. He has actually written out all the exercises on the first 66 pages of a well-known textbook in beginning Greek. He often asks me for help. However, we have very few like this boy!"

Professor Clyde Murley, of Northwestern University, writes:

"A week or so ago, I had a post-

their elders in facing the difficulties that beset them.

But guidance alone is still not enough. It must be guidance based on a sound philosophy of life. Oldfather believes that the character of the indulgent uncle came in for rough treatment toward the end of the play because it lacked a rigorous integrity and avoided all social responsibility. Similarly Bode (pages 43-44) warns progressive education that unless it can succeed in translating its spirit into terms of democratic philosophy and procedure and will cease from its one-sided absorption in the individual pupil, it will be circumnavigated and left behind. Twentieth-century educators would do well to heed the message in Terence's "vivid picturing of the age-old argument."



## VERSE-WRITING CONTEST

THE CLASSICAL OUTLOOK will this year conduct another Verse-Writing Contest for high school and college students. Any high school or college student may enter the contest provided he is this year studying Latin, Greek, or classical civilization under a teacher who is a member of the American Classical League. Certificates of honorable mention will be awarded to the writers of all verses chosen for publication. Manuscripts must bear the name of the student, of his high school or college, and of his teacher of Latin or Greek. The verse may be in English, Latin, or Greek; the theme must be drawn from classical literature or mythology, or classical antiquity, in the broadest

sense of the term. The poems must be entirely original—not translations of passages from ancient authors. No verses which have ever been published, even in a school paper, are eligible. No manuscripts will be returned; and the winning verses are to become the property of the American Classical League. The decision of the Editorial Board of THE CLASSICAL OUTLOOK shall be final. Announcement of the results will be made in the May, 1949, issue of THE CLASSICAL OUTLOOK. Manuscripts will be received up to February 1, 1949. They may be sent to Professor Lillian B. Lawler, Hunter College, 695 Park Avenue, New York 21, N. Y.; Professor W. L. Carr, Colby College, Waterville, Maine; or Dr. Konrad Gries, Queens College, Flushing, L. I., New York.



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In *Time* magazine for August 16, 1948, appeared an account of the investigation of high-school Latin being conducted by the Committee on Educational Policies of the Classical Association of the Middle West and South. Dr. Lenore Geweke is chairman of the committee and director of the investigation.

card from a Mr. Glen T. Anderson, of Logansport, Indiana, to the effect that he wanted a Latin lesson on the following Friday. I made the appointment for four in the afternoon. Arriving, I found a stranger in the uniform of a city mail-carrier. It transpired that he had been honorably retired in his early sixties because of illness, that he was a university graduate, that he had promptly reverted to his Latin and other cultural interests, that he had recently read Caesar's *Gallie War*, Cicero's *Archias* and *De Amicitia*, Sallust's *Catiline*, and some odes of Horace, and was now involved with the fifth book of Vergil's *Aeneid*—on which he wanted help. He had hitch-hiked 140 miles for the purpose. He had previously hitch-hiked to Indiana University and to Ann Arbor also, where Professor Dunlap had been very cordial. He translated accurately and intelligently. I helped him also with a little Martial. Then I drove him out to a through route at which, at five o'clock, he would begin to hitch-hike back to Logansport.

"After twenty-seven years of walking his route, Mr. Anderson still remembered his vocabulary, his grammar, and (I think) something more. It occurs to me that this is very much what the American Classical League is all about. He insisted upon giving me a dollar for his membership in the League."



### RESPONDE MIHI

The following questions were asked during the question period at the Latin Institute on June 19, 1948, and were answered by Professor B. L. Ullman, of the University of North Carolina, honorary president of the American Classical League.

*Question:* Please explain why Julius Caesar's praenomen is written with a capital C, but is pronounced as if it began with a G.

*Answer:* The Etruscans, from whom the Romans obtained the alphabet, had no g sound, and thus used the Greek gamma as a hard c. The Romans had a g sound, however, and so were forced to use the character c for both c and g. Thus *Gaius*, *Gnaeus*, *iugum*, *ago*, were spelled *Caius*, *Cnaeus*, *iucum*, *aco* in early Latin, and similarly with hundreds of other words. In this early period, *Caius* and *Cnaeus* were abbreviated C. and Cn., respectively. Later a g was formed out of c, and *aco*, *Caius*, etc., came to be spelled *ago*, *Gaius*, etc. But the symbols C. and Cn. had become estab-

lished and were not changed. Therefore we still write C., when we abbreviate the name, but *Gaius* when we write it out.

*Question:* What is the correct syllabication and accent for the various forms of *reliquus*? Should *qu* be treated as two consonants, or as one consonant and a vowel?

*Answer:* The word *reliquus* is trisyllabic, with the accent on the first syllable. Here, as always, the combination *qu* is treated as a single consonant. Occasionally one finds *relicuus*, in four syllables, generally for metrical reasons.

*Question:* What are some interesting and effective ways of helping pupils to gain the ability to apply their knowledge of Latin words to the understanding of English words derived from Latin?

*Answer:* This question cannot be answered suitably in a few minutes. First of all, the teacher must be interested in derivation; the many fascinating books on the subject will help. Then pupils must be made derivation-conscious—i.e., the teacher must constantly make connections between Latin and English words and encourage the pupils to do the same. At first the pupils will make absurd errors, such as deriving English *jam* from Latin *iam*, English *clam* from Latin *clann*, etc. They will even supply a fanciful connection in meaning between such words. They should not be ridiculed for such errors, since ridicule is apt to discourage them. (Indeed, some accepted derivations, not to mention unaccepted ones, are just as absurd.) Then the study of prefixes and suffixes must be taken up, as well as the simpler forms of vowel change (e. g., *a* to *i*, as in *capio*, *recipio*). The American Classical League Service Bureau has a great many mimeographs on word study and derivation, and will send a free list of them upon request.



### HUMANUM EST ERRARE

BY REV. CLAUDE E. KLARKOWSKI

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Forsan haec de magistro superbo narratiuncula, quam recens audivi, iuvabit magistros atque magistras qui libellum periodicum, THE CLASSICAL OUTLOOK intitulatum, lectitant.

Olim in collegio quodam mos erat ut unus ex alumnis stans in alto pulpito clara voca latine inter coenam legeret. Officium cuiusdam ex magistris erat omnia errata in lectione facta statim corrigere. Qui se tam peritum

linguae latinae arbitrabatur, ut saepe gloriaretur nunquam sibi accidisse, ut mendum in lectione factum statim non deprehenderet neque illico corrigeret.

Discipuli, pueri versuti, superbum praeceptorem dolo capere statuerunt. Mox ansam suam "nefarium" propositum exsequendi nacti sunt. Nam contigit quodam die ut in lectione verba "in vasis" forte occurrerent. Lector de industria non quod in libro scriptum erat, sed "in vasi-bus" legit, acuens syllabam paenultimam. Magister, cuius officium erat menda corrigere, illico ex postica coenaculi parte, ubi magistri coenabant, exclamavit: "Repete illam sententiam et dic 'in vá-sibus,' non 'in vasi-bus!'"

Hoc audito alumni et praeceptores risum tenere non potuerunt, nam "corrector" ipse vehementer erravit, quia tale vocabulum nusquam in sermone latino reperitur. Magister, dolo captus, oblitus est vocabulum "vas" in numero singulari ad tertiam, in plurali, vero, ad secundam declinationem pertinere. Non sine causa scriptum est, "Humanum est errare."



### LETTERS OF APPRECIATION

The Council of the American Classical League, at its June, 1948, meeting, awarded citations for "meritorious and distinguished service in behalf of the humanities in American life," and specifically of the classics, to Thornton Wilder, Grove Patterson (Editor of the *Toledo Blade*), and Richard S. Davis (one of the editors of the *Milwaukee Journal*). All three have acknowledged the citations with expressions of warm gratitude and appreciation.

Thornton Wilder's letter, addressed to President Walter R. Agard, ran as follows:

"The citation you have forwarded to me on behalf of the Council of the American Classical League has given me great pleasure and a particular satisfaction.

"I was well aware of my rashness in venturing to treat in a novel (*The Ides of March*) those mighty figures of the late Roman Republic. I foresaw that many, better versed than I in the documents of that era, would find much to reprehend. I trusted, however, that their training in the classical disciplines would render them generous to the sincerity of my enterprise and alert to the love and awe I brought to the figures engaged in those events. Your citation has

confirmed this trust, and I am deeply grateful.

"While writing the novel I thought often of the teachers who had guided me into a deep admiration for Roman life and literature—Miss Wilson, of the Berkeley, California, High School; Mr. Lea, of the China Inland Mission Boy's School at Chefoo; Professor Lord at Oberlin; Professor Hendrickson at Yale; and Professors McDaniel and Magoffin at the American Academy in Rome. I hoped that, in a small way, my book would be a modest help to teachers of things Roman throughout the country. I like to think that your citation tells me so.

"Kindly convey to the Council my deep appreciation of this expression."



## THE ACTIVITIES OF THE JUNIOR CLASSICAL LEAGUE

BY DOROTHY PARK LATTA

The Lenox School, New York City

Annually a request is sent out to the chapters of the Junior Classical League for a report of their activities during the year. The following excerpts from such reports which came in last May, show new ideas, new ways of using old programs, or are records of successful projects.

From its founding the Junior Classical League has had as its main purpose the interesting of everyone in the study of the civilization of Greece and Rome which gave so much to the modern world. Many programs on the value of Latin were given during the Latin Week which is sponsored by the Classical Association of the Middle West and South and in which many Junior Classical League chapters participate. The Mount St. Mary's Academy, Little Rock (Arkansas), chapter wrote new Latin proverbs every day on classroom blackboards and a prize was given to the student first submitting the correct translation. This contest was entered enthusiastically by non-Latin students also, perhaps because the prize was a candy bar. At this same school, a program was given for parents, students, and visiting members of graduating classes from lower schools. At the Pittsford Rural Agricultural School, Pittsford (Michigan), all learned common Latin expressions used in English.

Projects of different kinds are carried out by many chapters throughout the country. The Portland (Indiana) group has tried to help students in Europe, especially in Greece. The

Lockland (Ohio) chapter supported an Italian war orphan for the year and the Tonawanda (New York) members adopted a French child. The West Rockford High School, Rockford (Illinois), chapter secured the name of the head of a school in Greece from the priest in the Greek church. Writing material, food, and clothing have been sent.

As a part of Latin Week, a member of the Pershing High School, Detroit (Michigan), Junior Classical League painted a series of watercolors depicting Caesar's officers. At Latrobe High School, Latrobe (Pennsylvania), pictures are taken of the chapter members in Roman dress for the high school annual. The chapter at Wenatchee (Washington), decided to select an emblem to be worn on their sweaters. Members submitted ten designs and then voted upon them. The result was the emblem used by the school competitive sports in the school colors with fasces added in the center. The Dudley High School, Greensboro (North Carolina), chapter prepared a float for the Homecoming Parade. Their float was a Roman chariot carrying three gods and goddesses.

Trips are also often on the program for the year. Those within reasonable distance of planetaria go for lectures which tell the mythological stories in the heavens; others go to museums. The Portland (Indiana) chapter went to see the replica of the Parthenon at Nashville, Tennessee.

Often the culmination of the year's activities is a Roman banquet. At Portland (Indiana) the banquet was attended by students impersonating their favorite Roman characters. It is an annual custom of the chapter at Ziegler Community High School, Ziegler (Illinois), to present special certificates to the students who have maintained an average of ninety or above. At the Emma Willard School, Troy (New York) Titus Pomponius Atticus and his wife entertained over a hundred guests at dinner. Calpurnia arrived in her litter and other prominent Romans came accompanied by their attendants. The dog at the entrance (*cave canem*), the altar, and the *impluvium* (a large mantlepiece with a plate glass mirror laid on the floor), all enhanced the Roman atmosphere. Each person who attended the banquet was required to address Atticus and his wife with a greeting or question in Latin which necessitated a reply in Latin from the host and hostess. *Gaudeamus Igitur*

was sung as the guests marched in procession to dinner.

When the dinner was finished and considerable *vinum innocuum* (cranberry juice and ginger ale) was consumed, Cicero spoke briefly, Cleopatra was warmly welcomed, Vergil read the part of the first Eclogue which praises the city of Rome, Caesar presented Octavius as his son and heir, Marc Antony expressed the wish to be introduced to Cleopatra, and the Soothsayer warned Caesar and all the guests to beware the Ides of March. Then Atticus proudly exhibited eight "statues" recently brought from Greece. The *magister canendi* led the singing of "*Lauriger Horatius*" to Horace among other songs. The remaining entertainment consisted of dancers, tumblers, a poetic version (with sound effects) of the Jason-Medea story, two playlets, and *Vacuum*, an elaboration of the 1918 Life magazine play.

Programs for assemblies and chapter meetings are a major preoccupation of chapters. At Central High School, Scranton (Pennsylvania), all members created Valentines with appropriate Latin quotations on them for the February meeting. At their March meeting the members divided into four groups and each prepared an impromptu charade depicting Cornelia and her jewels, Verres stealing a statue, Pyramus and Thisbe, and Antony, Cleopatra and Superman. The latter was adjudged the best though the imagination reels at the juxtaposition of the three. For the March meeting of the Wenatchee (Washington) chapter, "Pandora's Box" was given as a play. Two of the cast had their birthdays on the day of the program. Since the conclusion of the play centered about the birthday of Epimetheus, a birthday cake and ice cream were served to the members at the end of the meeting. A January meeting of the Junior Classical League of Connersville High School, Connersville (Indiana), required each student to give the name of one of his Christmas presents in Latin in answer to roll call.

In October, the Notre Dame High School, Moylan-Rose Valley (Pennsylvania), chapter staged an assembly program entitled Rome's Legacy to the Modern World. On the stage were posters, pictures, and the names of the eleven speakers, and as a backdrop, an enormous map of the Roman empire all covered except for Italy. As the first speaker sketched in the spread of the Roman empire, the parts of the map mentioned were ex-



posed by the girls who came in at the right moment. Each of these girls later told of some aspect of the modern world's debt to Rome. At the end of the program all the speakers sang a song in Latin. The Lincoln Junior High School, Huntington (West Virginia), chapter devoted its November program to a study of Roman food. As a surprise for the group, a committee of girls had prepared refreshments in the form of two kinds of cake baked from Roman recipes. In April this same group held a meeting on April Fool's Day and a prize was given to the member who could tell the tallest tale about Latin or the Romans.

At Cazenovia Central School, Cazenovia (New York), a play, written and presented by the members of the chapter with the help of other Latin students, grew out of the interest generated in studying the life of the Romans. Called "Our Day in Old Rome," it centered about events on the day of Caesar's triumph after conquering Gaul. The scene was the Forum. The cast of fifty included farmers bringing produce, flower vendors, storekeepers, soldiers, housewives, senators, and all the activities of these characters. As part of Latin Week, the group at Mother of Mercy High School, Westwood, Cincinnati (Ohio) played "musical chairs" in which players represented Latin authors, and the chairs their writings. A "treasure hunt" took the form of Aeneas' quest for the golden bough. The Mt. Sterling (Kentucky) members are organized on a committee basis in groups of five, called Helvetians, Aquitanians, etc. Each committee takes turns providing programs and food.

Many chapters give gifts which are useful to the school and the community. The group at Pittsford Rural Agricultural School, Pittsford (Michigan), one year gave floodlights for the campus. Another year it helped purchase the electric scoreboard and bought an outdoor flag. This last year it helped buy goal posts for the football field. A plaque is placed at the main entrance of the building listing each annual gift of service. Other groups honor high ranking members of classes with gifts or prizes. At Asbury Park High School, Asbury Park (New Jersey), honor certificates are awarded by the chapter to the student of highest standing in each freshman division, the silver Junior Classical League award key to the sophomore, a bronze name plate for the plaque honoring the junior and senior. This same

chapter will present a silver loving cup to the high ranking member of the senior division next year. As a general school service, the chapter at Wenatchee (Washington) took its

### A TRIBUTE TO THE CLASSICS

By EMMA NORMAND

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Latin is for me a little window  
Set high in a wall:

I am not tall enough to see  
Bright vistas far;  
It shows to me by day a square  
of blue,  
By night a single star.

But here within the narrow walls  
That bound my sight,  
Amid the gloom and shadows  
I descry  
Dim figures touched with light.

turn with the other organizations in the school in keeping the lawn clean.

Initiation ceremonies in chapters vary in different places, but most are a combination of serious and gay rites. At the Hammond High School, Hammond (Indiana), before the formal initiation, ten of the old members, dressed as gods or goddesses, came one at a time into the room and all the initiates tried to guess whom they represented. Each gave a clue to his or her identity not only in dress but in attributes such as wings for Mercury, a mirror for Venus, or a bow and arrow for Diana. They also made remarks which gave clues. The five initiates who had the highest scores were each given a balloon and told to see who could blow it up and burst it first. The low scorers had to tell appropriate jokes.

To raise funds for chapter activities, members sell candy or doughnuts, in free school time or at games. A movie based on a Roman theme is often shown to make money. The West Rockford High School, Rockford (Illinois), group also asked each member to bring discarded victrola records which were then sold on a date when the entire school could come. The Lockland (Ohio) chapter sold monogrammed paper napkins, Christmas cards, seals, and wrappings. This same chapter sponsored a record dance at which small em-

blems were made and given as favors to each individual.

Chapters cooperate with other departments in the school, and hold joint meetings with other schools in the city, county, or district, and state organizations of the Junior Classical League have large annual meetings. The chapter at the University High School, of Southern Illinois University, Carbondale (Illinois), in lieu of a Roman banquet held a United Nations banquet with the other language departments. One prepared the menus, another the food, and the Latin students prepared a play. At Clifton Forge (Virginia) the chapter members put on an original play, *Dido, Queen of Hearts*, and in the banquet scene, the physical education department furnished acrobatic stunts. In Detroit (Michigan) all the Junior Classical League chapters gathered at Fordson High School for the sixth annual Junior Classical League Institute.

The chapter at Mother of Mercy High School, Westwood, Cincinnati (Ohio), led in having representatives from Latin classes of several high schools meet at Our Lady of Cincinnati College, to discuss the study of Latin under the direction of the classical club of the college. The Junior Classical League at Hammond (Indiana) closed the year's activities with a picnic which they made a city-wide affair by inviting Latin students from other Hammond schools. The Cazenovia (New York) chapter presented an Open House for three days to which the schools and public in the district were invited. Posters on the value of Latin were displayed, models, and information about the Junior Classical League and its activities.

The American Classical League, the parent organization of the Junior Classical League, has long urged chapters in the different states to join together in an active state organization. Texas has had a live organization for several years with a paper called *The Torch* and an annual meeting with interesting programs and exhibits of student projects. In addition it has an annual essay contest with appropriate awards to winners. In the fall of 1947, the University High School of Southern Illinois University, Carbondale (Illinois), entertained the Junior Classical League of Illinois and since then has been publishing a paper *Acta* for the State Junior Classical League.

The American Classical League Committee of the Junior Classical League will have a new chairman this year, Miss Estella Kyne, Wenatchee

High School, Wenatchee, Washington. She is familiar with the work of the Junior Classical League since she has been a member of the committee since its formation and has had an active chapter in her school. The affairs of the Junior Classical League will flourish under the guidance of Miss Kyne and her committee. *Felicitur!*



## OUR FOUNDING FATHER ANDREW FLEMING WEST

BY ANNA P. MACVAY  
Athens, Ohio

(Editor's Note: This was one of the papers read at the Latin Institute of June 17-19, 1948, in commemoration of the thirtieth anniversary of the founding of the American Classical League. Dr. MacVay was herself one of the founders of the League.)

A FAMILIAR Shakespearean dictum humorously divides great men into those born great, those who achieve greatness, and those who have greatness thrust upon them. Andrew Fleming West might well be assigned to any one of these groups. The memorial tribute to him, which was approved by rising vote of the Princeton faculty, was printed under the caption, "A Great Human Being."

Born in Pittsburgh, son of a Presbyterian minister, he spent his boyhood in Cincinnati, Brooklyn, and Philadelphia. Youth and adolescence in a parsonage imbued "Andy," as his mates affectionately called him, with noble ideals and lofty aspirations, comparable to those of Woodrow Wilson, Thomas Lamont, and other preachers' children who have risen to eminence in scholarship, statecraft, and finance. Firm character, love of learning, and sound judgment were consequences of their religious heritage and conscientious upbringing.

West's long life spanned important epochs of American history. A lad of twelve when Lincoln was assassinated, he was a nonagenarian at the beginning of the Second World War. Like any wideawake youngster resident in big cities, he was alert to municipal and national affairs. Though he became a notable scholar, he was never a recluse.

When his family was living in Danville, Kentucky, he studied in Centre College for two years; then at the age of nineteen he entered Princeton as a junior, in the class of 1874.

Following graduation, West spent

eight years as a teacher in various schools and as a traveler and student in Europe. Upon returning, in 1882, he became head-master of the academy in Morristown, New Jersey, from which he was called two years later by President McCosh to the Geiger chair of Latin in his alma mater, a post he filled with distinction until he retired after forty-four years of incessant activity.

Under successive presidents, Patton, Wilson, and Hibben, he played a leading part in shaping the university curriculum and in developing the preceptorial system. In 1908, he organized the honors courses in classics, and five years later he planned them for all the other departments of Princeton. Though he always rated the classics as the "gold standard of education," he stoutly maintained that a liberal education must include the arts and sciences.

He promoted educational projects with originality and magnificence. For Princeton's sesquicentennial, in 1896, it was he who conceived and arranged the notable program of public lectures by visiting scholars from Europe, and in so doing he set a precedent which other institutions generally follow in celebrating their anniversaries.

At the turn of the century he was busy laying plans for establishing the Princeton Graduate College, of which he was appointed dean. At that time such a school existed nowhere in America. So he spent a year abroad investigating graduate study as practiced in European universities. Upon his return he embodied his findings together with his own ideas in an attractive volume entitled *The Proposed Graduate College of Princeton University*. An endowment of three million dollars, he estimated, would be required for fifteen professors, forty fellows, and a suitable residential building. Then he went forth, and through faith and perseverance he succeeded in raising the fund, many of the larger contributions coming from his former students. The Graduate College, as it stands on rising ground overlooking Princeton, is a splendid monument to the vision of Dean West and to his devotion to humanistic studies.

His leadership in the cause of liberal education in America and throughout the world was manifested in various ways. He was one of the founders of the American School of Classical Studies in Rome and, while chairman of its Managing Committee for over ten years, he raised its en-

dowment fund. He was a trustee of the American Academy in Rome, an active participant in the American Philological Association and the Archaeological Institute of America, and an honored member of the British Classical Association.

In the earlier decades of his professorship West was the author of several books, among them *Plays of Terence*, published in the Harper Classical Series under the editorial supervision of Dr. Henry Drisler, Jay Professor of Greek in Columbia University, and *Alcuin and the Rise of the Christian Schools*, published by Scribners in the Series of Great Educators, edited by Dr. Nicholas Murray Butler.

In several ways, West in the modern educational world might be likened to Alcuin, that great humanist, whose devoted labors eleven centuries ago saved learning when its light glimmered only faintly in the darkness of the Middle Ages. Alcuin's educational leadership in York, England, attracted the attention of the Emperor Charlemagne, who through persistent effort finally got him to come to France as his Minister of Education. By teaching at the royal court, by establishing schools elsewhere, and by sending forth devoted pupils to do likewise, Alcuin rekindled the flame of literacy in Western Europe. One of our debts to Alcuin is his multiplying of precious manuscripts which his pupils copied under his unwearied supervision. These provide the bases of the texts now used in our schools and colleges.

Like Alcuin, West was an inspiring teacher. To him Latin was never a dead language. Generations of Princeton men testify that he brought the ancient past to life and caused it to shed a flood of light on modern problems, both personal and political. In writing as in speech he was a master of style, lucid and felicitous. He became famous for his happy introductions in presenting persons who were to receive honorary degrees at Princeton; and his talent in apt phrasing was often in demand when suitable inscriptions were wanted for great monuments and public buildings. The one on the Princeton Battle Monument, sculptured by Frederic MacMonnies in 1922, is especially commended: "Here memory lingers to recall the guiding mind whose daring plan outflanked the foe and turned dismay to hope when Washington with swift resolve marched through the night to fight at



dawn and venture all in one victorious battle for our freedom. *Sacula praetereunt, rapimur nos ultro morantes; adsis tu patriae, dirigis.*"

During World War I, when friends of the classics were growing deeply discouraged at the rapid falling off of Latin in schools and colleges and its seeming decline in popular esteem, Dean West, almost single-handed, undertook to turn the tide in its favor. On the first Saturday in June, 1917, he was host to a great throng of men and women who came to Princeton to attend an all-day Conference on Classical Studies in Liberal Education. They came from near and far, by special trains and other means of transportation, to hear distinguished speakers, none of whom was a teacher of Greek or Latin. They were tip-top citizens in other walks of life: editors of leading New York dailies; the president of the Southern Railroad, who was at that time Chairman of National Defense of the American Railways Association; the senior United States Senator from Massachusetts; the president of the great Baldwin Locomotive Works; heads of some of the leading universities and preparatory schools; deans of medicine, law, engineering, and pure science; high officers in national organizations, such as the Research Council, the American Economic Association, numerous subdivisions of the American Medical Association, and the American Institute of Electrical Engineers. The testimony of all these men, based on personal experience, was overwhelming in favor of classical training.

The volume entitled *Value of the Classics*, issued the following October, contains these addresses, and hundreds of additional statements, gathered by Dean West, from well-known authors, librarians, high public officials, big business men, and professors of non-classical subjects in this country and in other lands. The book, a veritable thesaurus of opinions held by great men of thought and action, should be in every library as a source of information and inspiration.

We who were privileged to enjoy the Classical Conference at Princeton deem the occasion a red-letter day. Among its prized memories are of a delicious luncheon, free to all, served in the Great Hall of the Graduate College, and of the post-prandial stroll which many guests took in the Dean's garden, where he pointed out, embedded in the high encircling wall, a beautiful Gothic

stone window-frame that he had brought from Oriel College, Oxford. It is symbolic of the tie that unites English and American schools. For us, gastronomy, sociability, and old architecture added a lasting charm to that rare day in June.

In the year following the Princeton Conference some of us determined to make it possible for thousands of non-classical teachers who frequent the meetings of the National Education Association to hear advocates of the classics present their views. The result was a notable Classical Conference in connection with the N. E. A. meeting at Pittsburgh, in 1918, at which Dean West presided. One of the main objects accomplished was that the N. E. A. officers invited Dean West to speak at a general morning session early in the week, which was attended by thousands of rank and file teachers. His address was so admirable and convincing that the Pittsburgh newspapers reported it under big headlines on their front pages. The city proudly claimed him as a native son, and advertised the cause he represented. This brought a crowd to hear our classical program the following afternoon.

The formal organization of the American Classical League came a year later, when the N. E. A. met in Milwaukee. Our most celebrated speaker on that occasion was Dr. John H. Finley, editor of the *New York Times*, who always was a great classical protagonist. Dean West, as first president of the League, with characteristic energy and success fulfilled the duties of the office until 1926. He spared neither effort nor expense in securing eminent men as speakers; Calvin Coolidge, then Vice-President of the United States, spoke at the Philadelphia meeting, and Edward Capps, professor of Greek at Princeton and America's Minister to Greece, spoke at the Indianapolis meeting. Dean West's enthusiasm was contagious, inspiring his co-workers with confidence and admiration. Many worth-while projects were initiated and carried through under his leadership, or were among those brilliantly executed by his successors, Magoffin, Carr, and Ullman, with the loyal assistance of members of the League, many of whom are here today.



Become a Supporting Member of the American Classical League.

## GREEK AND LATIN FOR VOCABULARY BUILDING

BY DORRANCE S. WHITE  
State University of Iowa

**M**Y COURSE entitled "Greek and Latin for Vocabulary-Building" came into being through a request of several ex-service men in a beginning Latin class in 1946-47. They saw the possibilities for enlarging their English vocabularies through a study of Latin-derived words. The textbook which we were using offered much stimulating material in this line. These men said they had seen many of the words in print but had never dared to use them in their spoken or written English. In my discussion of such words I frequently led these ambitious college men into a larger field of intriguing words, as so many Latin teachers do, until one of the men, more aggressive than the others, asked: "Why couldn't you form a course in which we could have active practice in these words? Not a study of the Latin words *per se* but the use of the derivatives after the essential knowledge of the origin has been observed."

The matter was discussed in our department, then taken to the department of English through a division known as Communication Skills, with both bodies approving. So urgent were the ex-service men that the course was presented to the Registration Committee at mid-year through mimeographed announcement. Some eighty students signed for enrollment, and preference, by room accommodation, was given to the first thirty-four.

No textbook was required except a good notebook, Webster's *Collegiate Dictionary*, and Professor Clyde Murley's Latin Week Bulletin, "The Latin You Speak Today." Since the work is 99 and 44/100 per cent practical, and the course is based on the idea that a working knowledge of Latin derivatives will come only through constant practice in the use of the words in original sentences and in examining excerpts from literature where a study of the force of the derivative may be made, it might be said that the Webster dictionary is the basic text.

The personnel of the class was interesting. There were thirteen freshmen, eight sophomores, ten juniors, and three seniors. The following "majors" were represented: Aero-engineering, commerce, economics, English, German, journalism, pre-law, pre-medical, political science, psy-



chology, radio, and sociology. A number of the freshmen had not yet determined their "majors."

When asked in a questionnaire why they had enrolled for the course, the students gave several sensible answers: "In my reading I frequently run across words which I do not understand." "I can't discriminate quickly between words in multiple-choice tests." "Many times I have wished I could have practice pronouncing words which I have understood the meaning of, at least partially, but could not fit into my speaking vocabulary." "I believe that in order to obtain a liberal education a knowledge of Greek and Latin as used in English words is essential." "I am a language major, and, not having time to take several classics courses, I wish to gain a knowledge of Latin in relation to English. Also, I intend to go into teaching." Only one said he had always wanted to "use fancy words."

I should repeat that the aim of the course, by request, is familiarity enough with the meaning of the special English vocabularies which I assign to enable one to use the words in original sentences as rapidly as I speak the word and point to the student.

I also give a list of five words of "curious origin" each day, and a list of words to be practiced for correct pronunciation. I have a list of radio newscasters' errors which is given special emphasis. I have a bibliography of some fifteen books and several booklets which are very useful for reference.

The success of such a course must depend upon at least two factors—much hustle and initiative on the part of the instructor, and the earnest co-operation of the students. Plenty of mimeographed material is a *sine qua non*. The possibilities of variation in material and method of presentation are almost unlimited.



### BOOK NOTES

Pliny: Selections from the Letters. By C. E. Robinson. London: George Allen and Unwin, Ltd., 1937, second printing 1947. Pp. 111. 90c.

This inexpensive but attractive little book is one of three already published in a projected series called "The

Roman World." The general editor is F. Kinchin Smith. The two other books now available are *Virgil for Pleasure*, edited by W. F. Jackson Knight, and *Catullus*, edited by Mr. Smith and W. F. Jackson Knight.

The present volume contains a very readable introduction to Pliny and his times (pages 9-16); thirty-one selected letters of Pliny or parts of letters, four letters addressed by the Emperor Trajan to Pliny, and a selection from Pliny's *Panegyricus* (pages 17-75); and a Latin-English vocabulary (pages 79-111). Much less than half of the total space in the body of the book (pages 17-75) is given over to the Latin text. This portion of the book may well be described as a commentary on Pliny's Rome, interspersed with Latin selections to illustrate various statements in the commentary. This happy combination of English exposition and Latin text is presented under six headings: "Pliny's Youth," "Pliny the Writer," "Pliny's Public Career," "Town Life," "Country Life," and "Philosophy and Character."

This book, designed primarily for use in the upper forms of the British schools, would in America be useful in a college course which would include several short units devoted to various Latin authors. The *Catullus* in this same series (reviewed in THE CLASSICAL OUTLOOK for April, 1948), would serve the same purpose. It is to be hoped that the series will be extended to include other important Latin authors now available only in much more expensive editions.

—W. L. C.

Greek Literature in Translation. Edited by George Howe, G. A. Harrer, and P. H. Epps. New York: Harper & Bros., 1948. Pp. xviii + 903. \$5.00.

In 1924 the first edition of the Howe and Harrer *Greek Literature in Translation* was published. Throughout the years since then, the volume has been a prime favorite. Now in 1948 Professor Epps, a colleague of the two original editors, revises the book, in part by the omission of selections, in part by the addition of new ones. The resultant work is a great "omnibus book" in the modern manner, with representative selections from Homer to the second century of the Christian era. The statements prefatory to the various divisions have been retained. There is a detailed table of contents, a picture or two to illustrate the Greek theater, a glossary, and an index. There is rich treasure in the book for the college

student, the "reading club," and the lover of good literature in general. Placed upon the "browsing shelf" in the high-school library, it might well kindle a flame of interest in Greek literature among good high-school students. In short, the book meets well the modern demand for the great literature of the past, in English translation.

—L. B. L.

Varia Latinitatis Scripta. Edited by Antonius Bacci. Vatican City: Typis Polyglottis Vaticanis, 1944. Pp. 473.

It has been pointed out many times that if the contemporary world really wishes an effective international auxiliary language capable of meeting all modern needs, it already has an excellent one to hand—Latin. This book makes that fact abundantly clear. It supplies an amazing collection of examples of very modern Latin—speeches made on various state occasions in recent years, letters, new inscriptions. One of the latter, from Vatican City, "radiofonico instrumento incisa," reads as follows (page 33): "Hoc scrinium undisonum quod vagantes per aethera voces captat resonandoque exprimit non bella non caedes non turpia colloquia edat sed nobiles musicae artis concentus, sed patriae fastos sanctaeque religionis triumphos. A. MDCCCXXXIX." More than half the book is devoted to an Italian-Latin lexicon of words of importance in modern life, with Latin equivalents in many cases documented with parallels from classical literature. Included are such terms as autambulanza, benzina, cinematografo, dattilografare, fonografo, "foot-ball," giornale, idroplano, lino-tipo, motore, occhiali, paracadute, radio, sigaretta, turista, vapore. The book is most illuminating. It reminds one of the work done in this country by John Colby, Goodwin B. Beach, and others, and by the periodical *Auxilium Latinum*, in demonstrating the universality and flexibility of the Latin language.

—L. B. L.

### NOTES AND NOTICES

An article entitled "Classics Courses Being Adapted to Meet Needs of Present Day," by Professor W. R. Agard, President of the American Classical League, was featured in the educational section of the *New York Herald Tribune* for Sunday, August 15, 1948. Professor Agard stressed

the continuing popularity of elementary Latin in the high schools, the growing emphasis on college courses in translation and in ancient civilization, the experiments now being conducted in new methods of teaching the classics, and the present shortage of Latin teachers.

The autumn meeting of the Classical Association of the Atlantic States will be held at the Chalfonte-Haddon Hall Hotel in Atlantic City, N. J., on November 27, 1948. The Executive Committee will meet on the evening of November 26.

The Classical Association of the Middle West and South was incorporated under the laws of the State of Missouri on June 11, 1948.

The news letter of the Department of Classics at the University of Manitoba, *Classicum Manitobense*, conducts a "Prize paragraph competition" for high-school students of Manitoba. Contestants write in Latin on assigned topics, for small cash prizes. The competition is very popular.

The Classical Association of the Middle West and South has announced that the first award of its Greek Scholarship has been made to Walter A. Maier, Jr., of Clayton, Missouri. The scholarship grant is of \$500, to be used for study leading to a master's degree in Greek.

An amusing bit of verse, entitled "If We But Knew—", and dealing with atomic research, ancient and modern, appeared in *Chemical and Engineering News* for February 9, 1948. The author is Mabel F. Arbuthnot, of the Department of Classics of the Texas State College for Women.

## MATERIALS

A new printing of *Greek Speaks for Itself*, a charming and whimsical "mosaic" making use of more than five hundred common English words derived from Greek, is now available. The pamphlet sells for 5c per copy, less in quantities. Address the author, Francis P. Donnelly, S.J., at Fordham University, New York 58, New York.

A 34-page pamphlet on Roman contributions to modern life, entitled *What Rome Has Left Us*, may be obtained from the author, Professor L. R. Lind, 202 Fraser Hall, University of Kansas, Lawrence, Kansas. The price is 25c, plus 3c for mailing charges.

A pamphlet containing the College Entrance Examination Board Latin Word Lists for the first, second, and third years of secondary-school Latin, with English meanings, may now be obtained for 50c from John K. Colby, Phillips Academy, Andover, Mass. Teachers will welcome the opportunity to purchase these lists, since they have been out of print for some time.

Reprints of Professor F. S. Dunham's fine article on derivatives, "What Language Do You Speak?", from the May, 1947, number of *The Classical Journal*, may be obtained at 15c each, or 10c each in orders of more than ten. Address Professor Norman J. DeWitt, Washington University, St. Louis 5, Mo.

A revised edition of Mark E. Hutchinson's *Bibliography of a Latin Teachers' Course* has been published. The bibliography sells for 50c. Address the author at Cornell College, Mount Vernon, Iowa.

A twelve-page folder entitled "The Latin Humanities in American Life" may be obtained at 5c per copy from Professor W. C. Korfmacher, Saint Louis University, St. Louis 3, Mo. Devised as a guide for the celebration of Latin Week, the booklet is useful for class work also.

"A Chat with John and Mary Who Are Going to School—The High School's Obligation to You," by Norman J. DeWitt, is an excellent presentation of the values of Latin, in a style which appeals to young people. The price of the pamphlet is 15c (less in quantities). Address, Professor W. C. Korfmacher, Saint Louis University, St. Louis 3, Mo.

An eight-page pamphlet entitled "Notes on Latin Syntax" may be obtained for 20c (20 copies for \$3.75) from the author, Sidney P. Goodrich, 311 Oak Street, Ripon, Wisconsin. The pamphlet lists the important uses of the cases, moods, and tenses, and outlines conditional sentences, indirect discourse, the gerund and gerundive, and periphrastic conjugations.

The Eta Sigma Phi medals for honor students in fourth-year high school Latin are once more available, at \$1.25 each. The teacher, in ordering, must certify that the students to whom they are to be awarded have attained a grade of A in fourth-year Latin. Further information may be obtained from Professor H. Lloyd Stow, University of Oklahoma, Norman, Okla.

## AMERICAN CLASSICAL LEAGUE SERVICE BUREAU

Please do not send cash through the mails. If you send cash and it is lost, we cannot fill your order. Please use stamps, money orders, or check. The latter should be made payable to the American Classical League. If a personal check is used, please add 5c for the bank service charge. If you must defer payment, please pay within 30 days.

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The address of the Service Bureau is Miami University, Oxford, Ohio.

The Service Bureau has for sale the following mimeographs recently published:

- 636. Some New Thoughts on the Value of Latin. By A. W. Smalley. 20c
- 638. Rubra Cuculla. By Sister M. Concepta, R. S. M. An amusing version of "Little Red Riding-Hood," in the form of a Latin playlet in three scenes. 3 girls, 2 boys. 15 minutes. Taken from *THE CLASSICAL OUTLOOK* for February, 1948. 15c
- 639. All Gaul. By Rochelle Sussman and Norma Grosken. A play in two acts, or radio script. In English. A "different" interpretation of the Dumnorix-Diviciacus episode in Caesar's *Commentaries*. 8 boys, plus extras. 40 minutes. 30c

The Service Bureau has for sale the following books, recently published:

- The Black Sail*. By Florence Bennett Anderson. A fictionalized version of the story of Theseus, based on the findings of archaeology as well as on the mythological tale. \$3.00.
- Latini Hodierni*, Second Fascicle. By John K. Colby. An anthology of modern Latin prose and verse. 50c

The Service Bureau has the following material previously offered:

### SLIDES

Professor William M. Seaman has made available two sets of 2" x 2" Kodachrome slides, from photographs made in Italy in the last two years. The slides may be borrowed by members of the American Classical League. Borrowers pay postage and insurance both ways; the sending cost may be paid by means of stamps enclosed in



the return package. Mailing costs are small, since the slides are light. Borrowers must be responsible for slides irreparably damaged in handling. Those who wish to purchase the slides may do so, at about 40c each, from Professor William M. Seaman, State College, East Lansing, Michigan. The sets which may be borrowed are:

FOR. The Roman Forum.

ROM. Views in and about Rome.

#### LATIN WALL CALENDAR

The 1949 Latin Wall Calendar is a scenic calendar, with photographs of ancient Greece and Rome. It is 16 inches by 22 inches, and is printed in red, white, and black. Both Roman and modern designations for the dates appear in large type. The calendar is very useful and instructive in the classroom. \$1.50.

A few copies of the beautiful Latin wall calendar for 1948 are still available; the price is 50c each, while they last.

#### STICKERS

Junior Classical League stickers are approximately 3 1/4 inches square, and are printed in purple and gold. Price: 3 for 5c. Specify whether notebook or automobile stickers are desired.

#### MATERIAL ON CLASSICAL CLUBS

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6. Programs and Suggestions for Classical Clubs. 15c
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##### Bulletins

- XII. The Latin Club. The standard handbook on the subject. Sixth edition, revised and enlarged. 60c
- XXIX. Devices for the Classroom and the Classical Club. 25c
- XXX. Reading in English on Roman Civilization. Very useful for the preparation of club programs. 35c

Write also for free lists of material on Plays in English, Plays in Latin, Projects, Programs for Special Days, Value of the Classics.

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##### LATIN AND GREEK CHRISTMAS CARDS

Latin and Greek Christmas cards are available, in the following styles:

- H. Angel, Adoring Madonna and Child. An original linoleum block by the American artist, John C. Snook. Inside, a greeting in Latin. Colors, blue and silver. Envelopes.
- I. The Story of the Nativity in Latin, from the Gospel according to St. Luke. Colors, red and black. Envelopes.
- K. A drawing of a kneeling woman in medieval dress, carrying a branched candlestick. The inside of the card contains three stanzas of a medieval Christmas

carol in Latin. Colors, red, black, and ivory. Envelopes to match.

S. The carol "Silent Night," translated into Latin, printed decoratively with holly and ribbon borders. Colors, red, green, and black, on a buff background. Envelopes to match.

T. A softly-colored picture of the three columns of the Temple of Castor and Pollux reflected in the pool of the House of the Vestal Virgins, in the Forum at Rome. Inside, a greeting in Latin. Colors, green, brown, blue, red. Envelopes to match.

PG. A woodcut of the Parthenon, printed in leaf-green on white. Inside, a greeting in Greek, suitable for Christmas or other occasions. Envelopes to match.

Prices: All cards, 7c each; 15 for \$1.00, any assortment.

#### POSTCARDS

Holiday postcards with the greeting "Ferias Laetas!" ("A Joyous Holiday!") are available. They may be used for any holiday season of the year. The design, in green ink, is taken from Columbus' drawing of one of his own ships. No envelopes. Can be sent through the mail for a

one-cent stamp. Price, 30c for a packet of ten cards.

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Articles in THE CLASSICAL OUTLOOK: The Roman Saturnalia. December, 1937. 10c

Christmas and the Roman Saturnalia. December, 1938. 10c

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Christmas Gifts and the Gift Bringer. December, 1940. 10c

Christmas and the Epiphany: Their Pagan Antecedents. December, 1941. 10c

December 25th, Christmas Day. December, 1942. 10c

#### Booklet

Latin Songs and Carols. By J. C. Robertson. Published by the University of Toronto Press, 1945. A new edition of an old favorite; about 15 pages of the total 64 are new. Price, 45c.

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